Motor assessment of children at school: Pupils’ opinion about MOBAK-1

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A critical situation in youth

- All around the world, studies show that youth are not enough physically active
- They spend also too much time in sitting activities
Today’s children may live up to 5 years less than their parents!

www.designedtomove.org (2012)
For optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviour, and sufficient sleep each day.

A healthy 24 hours includes:

Tremblay et al. (2016)
Self-determination theory underlines the important role of the perception of competence.

Deci & Ryan (2000)
Positive motor experiences

Positive motor experiences

skill/motor development

motivation

self-perceptions

participation

Role of motor competence

Deci & Ryan (2008)
Fisher et al. (2005)
Morgan et al. (2010)
Sääkslahti et al (1999)
Wrotniak et al. (2006)

At school, tests are often used for educational and/or research purposes
- Identifying the teaching goals
- Determining teaching effectiveness
- Assessing !!!!
- Comparing children’s development
- Measuring effects of interventions
Evaluating children’s physical and motor competencies

- Adults collect the data but do not verify how children experience these evaluations that can be perceived as difficult moments
  
  Naughton et al (2006)

- Even if tests are supposed to motivate pupils, they may also decrease the self-perception and limit the participation
  
  Cale et al (2007)

Several test batteries have been developed in order to measure motor development of young children

- M-ABC, KTK, TGMD ...
- Based on the assessment of performances

What about the acquisition of motor competencies?
Evaluation of motor competencies

MOBAK - 1
Basic motor competencies in first grade

Herremann & Seelig (2014)

- Built to assess basic motor competencies

MOBAK

Object movement

Bouncing  Dribbling  Catching  Throwing  Balancing  Rolling  Side-stepping  Jumping

Self movement

Basic motor competencies (MOBAK)
Basic motor qualifications (MOBAQ)
**MOBAK**

- The **MOBAQ test items** can be evaluated separately due to their point scores (0–2 points)
- The **MOBAK areas** are calculated as the sum of the results of the four MOBAQ test items
- 6-8 year-old children (MOBAK-1)
- 8-9 year-old children (MOBAK-3)
- Supposed to be used by PE teachers

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**Purpose of the presentation**

- Determine how the pupils passing these tests feel about their experience
Seven primary school PE teachers administrated the MOBAK-1 tests to their classes
149 1st and 2nd grades (6-8 year-old)
Pupils fulfilled an adapted questionnaire based on pictograms

1) Test 1: Throwing

a) Did you well this test? Circle the smiley corresponding to your opinion

You did very well
You did it well
You didn't it well
You didn't it at all

b) Did you like this test? Circle the smiley corresponding to your opinion

You liked it very much
You liked it
You didn't like it
You didn't like it at all

Pupils’ achievement

<table>
<thead>
<tr>
<th>Activity</th>
<th>% max (2/2)</th>
<th>Mean score/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balancing</td>
<td>67.1</td>
<td>1.59</td>
</tr>
<tr>
<td>Catching</td>
<td>73.2</td>
<td>1.67</td>
</tr>
<tr>
<td>Sidestepping</td>
<td>45.0</td>
<td>1.15</td>
</tr>
<tr>
<td>Rolling</td>
<td>44.3</td>
<td>1.11</td>
</tr>
<tr>
<td>Dribbling</td>
<td>27.5</td>
<td>0.89</td>
</tr>
<tr>
<td>Jumping</td>
<td>9.4</td>
<td>0.46</td>
</tr>
<tr>
<td>Bouncing</td>
<td>31.5</td>
<td>0.85</td>
</tr>
<tr>
<td>Throwing</td>
<td>10.7</td>
<td>0.50</td>
</tr>
</tbody>
</table>

2 tests quite well done
2 tests almost well done
2 tests not so well done
2 tests badly done

Question about the difficulty level of the tests
Many failures because the pupils do not follow some instructions
Need of comparative studies
First conclusion is that high positive self-perceptions would be a positive aspect.
For each test, at least 6 pupils out of 10 liked very well doing it. Few pupils declared that they did not like a test (12 for bouncing; 11 for rolling; 10 for jumping vs 1 for balancing).

The correlation between appraisal of the tests and perceived competence is less than expected ($r=0.59$).
Balancing is definitely the test that pupils appreciated
Ranking of bouncing is surprising

Correlation between appraisal and most liked (r=.82) shows that pupils give priority to fun and challenge

Conclusion

- The pupils seem to meet difficulties to achieve the tests
- They are not necessary aware about their low level of achievement
- Globally, they like to do these measurement activities
- Gamelike situations were better appreciated

- Comparison according to age and gender should be implemented
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http://hdl.handle.net/2268/206175

Kiitos

Références
• Cale, L., Harris, J., & Chen, M. H. (2007). More than 10 years after “the horse is dead…”: surely it must be time to “Dismount”?! *Pediatric Exercise Science, 19*, 115–123.


Pictures

http://physicalactivityproslez.blogspot.be/2015/04/youth-physical-activity.html